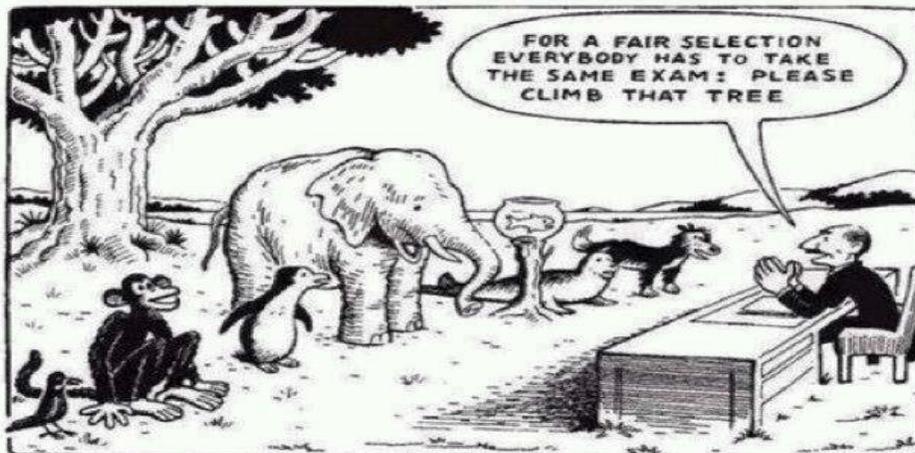


STAFF TRAINING ON

# GENDER SENSITIVITY AT THE WORK PLACE



## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

HANDBOOK FOR TRAINERS

2013

The present handbook have been developed by Aida as support material for the training

“Gender Sensitivity at the Work Place” implemented in the frame of a technical service for TdH Lausanne, Bangladesh Delegation

The handbook is meant to be a support for the implementation of a Training of Trainers and includes activities, handouts and definitions that can be helpful for the trainers to implement the training with the organization staff.

The handbook includes a general introduction about the training, a proposed outline for the training implementation and a detailed activity of each of the sessions of the training.

For each session a detail description of the activity is provided, together with handouts, theoretical background and complementary information to support the facilitation.

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# **TRAINING PRESENTATION**

## **General Objectives**

Improve Gender Mainstreaming and Promote Gender Equality at Organizational Level

## **Specific Objective:**

- Increase understanding of Basic Concepts of Gender and Sex
- Understand Gender Stereotypes and Gender Roles
- Realize the importance of Gender Equity and Gender Equality
- Raise Awareness about Gender Discrimination and about Sexual Harassment at the work place
- Increase knowledge about laws and resources available at organizational, national and international level about Gender Discrimination and Sexual Harassment.

## **Participants:**

Men and women staffs (10 to 20 persons). We suggest keeping the group as balanced as possible to improve dialogue and enrich debate.

## **Methodology:**

This training is designed as one full day training. The participants learn through participatory dynamics. The methods used include: Group Exercise; Discussions; Presentations; Interactive Games. The trainers might complete the training including techniques and dynamics from their personal experience and tailoring the training to the specific needs of each group.

## **Materials:**

- Flipcharts
- Markers
- Poster papers
- Old news papers
- Scissors
- Glue stick.

## **Recommendations for Facilitators:**

- Encourage equal sharing and dialogue among participants.
- Some issue might be sensitive, be always open and respectful and don't judge participant's opinions encourage dialogue instead.
- Ensure the sessions do not last long more than agreed, and that there is enough time for discussion and questions.

## **TRAINING OUTLINE**

- 9.00 AM (1 hour) SESSION 1 – Presentation, Ground rules and Introduction
- 10.00 AM (1 hour) SESSION 2- Gender and Sex
  
- 11.00 (15 minutes) - *Tea Break*
  
- 11.15 (50 min) SESSION 3- Gender Equity and Gender Equality
- 12.00 (1 Hour) SESSION 4 - Gender Discrimination in Family and Society
- 13.00 (15 min) Questions and Answers
  
- .....
  
- **13.15 LUNCH BREAK**
  
- .....
  
- 14.15 (1.00 hour) – SESSION 5 -Gender Discrimination at the work place – Group exercise
- 15.15 (1.00 h 15 min) – SESSION 6 - Sexual Harassment and High Court Directives
  
- 16. 30 (15 minutes) - Tea break
  
- 16.45 (30 minutes) – SESSION 7 - TDH Policies
- 17.15 (15 min) – Conclusions and training evaluation

## **SESSION 1-Introduction**

**Time – 1 hour**

**Objective:**

- Participants would get to know each other
- Create a positive working environment during the training
- Identify the group's expectation about the training

**Part -1 Introducing Participants (15 min)**

**Material:**

- Name card and Pen for each participant

**Suggested Dynamic:**

- Give to each participant a name card
- Each participant will write his/her name in the card and fix on his/her dress.
- Ask each participant to introduce themselves with 3 points:
  1. Name.
  2. One thing that they like to do and enjoy from their everyday life.
  3. One thing that they would love to do if they were men/women? (opposite gender)

**Facilitator tips:**

For the last point ask the men "what would you like to do if you were a woman?" and ask the women "What would you like to do if you were a man? "

The facilitators should support the participants in case their answer is not following the guidelines to make it clear again.

Alternative: Another option is to ask:

- One thing you like to do that is not considered typical of your gender
- One thing you like to do that is considered typical of your gender

Note: Facilitators might decide to use other dynamics or to complement this activity with others that they know for introducing each other.

## Part -2 Setting the Ground Rules (20 min)

### Materials

- Poster paper and marker

### Dynamics:

- Ask participant what they need from each other and from the trainer to work effectively and successfully as a group during the day.
- Write the answers in a poster paper, paste the poster on the wall so that everyone can see and keep it there till the end of the training.
- Ask them which of these rules also apply in their workplace. There are other rules that exist in the workplace. Are all these rules meaning the same for women and men?

### Facilitator Tips

Possible answers could be:

- Respect/Tolerance fir other's opinions
- Confidentiality
- Speak loudly and clearly
- Listen
- Active participation by all
- Good time keeping and punctual arrival
- No one dominate the discussion

It is worth spending some time on the ground rules and discussing what people really mean by the points that are brought up. Some points may arise feedback discussion :

- Are women respected equally within society?
- Why confidentiality important?

Highlight the importance of confidentiality and sensibility during the course of principle selection. Confidentiality and sensitivity are very important to make the participants comfortable to talk freely and openly about sensitive issues. It helps the participants to share their opinion and experiences.

## **Part 3 - Training Structure and Expectations (20 min)**

### **Materials**

- Paper box; Colorful small papers; pen ;glue stick; art paper

### **Dynamics**

- Prepare an empty paper box (before)
- Give each participant a small paper
- Tell them to write 1 or 2 expectations for the training in the small paper
- Ask them to close the paper and drop it in the paper box
- One by one each participant takes a paper and read out the expectation. Comment with the group if this expectation should be covered by the training and once there is consensus write a flipchart
- Once listed check which expectations we will be able to cover in the training, and suggest how the others could be covered in other spaces/moments. Preserve the flipchart till the end of the training.
- Present Training Objectives and Overall Program and distribute handouts.

## **Part 4**

### **Handouts distribution (5 min)**

#### **Dynamics:**

- Distribute handouts
- Discuss about Training implementation
- Answer possible questions about it

## **SESSION 2 - Gender and Sex**

**Time: 1 hour**

### **Materials**

- 6 news papers
- 2 art papers
- 2 paper cutter/scissors
- 2 glue sticks

### **Dynamics:**

- Divide the participants in two groups using an icebreaking dynamic.
- Provide to each group three copies of newspapers, a cutter/scissors, one glue stick and one art paper.
- Tell one group to go through the newspapers and to cut out words and photos that relate, or show “women or girl child” and stick to the art paper and build up collage of what women means in their society. Tell the other group to do the same to build the collage of “men”. The groups should complete in 20 min the assignment.
- After finishing the assignment in 10 minutes each group should discuss about the result of the artwork and chose one speaker to present it to the other group. ask both groups to present their artwork in 5 minutes maximum
- Both groups present the art work and follows a debate with the plenary:
  - Which images of men and women the newspapers give? To which activities, concepts, words etc.. are women and men, girls and boys normally associated in the media?
  - Why men and women are associated to different concepts, activities etc...?
  - Are all those characteristics naturally given to men and women by birth?
- Take a flipchart and ask the participants to list in one column the characteristics men and women have by birth, and in the other the once that are not established by genetic. Than explain the difference between gender and sex (handout 1)
- Ask to the participants their opinions about:
  - How / from whom we learn the characteristics that we don´t have by birth?
  - Are they changes from time to time and society to society or they are universal?
- Explain the concept of Gender Stereotypes with the support of hand out 2

## Hand out -1

**“Sex”** refers to the biological and physiological characteristics that define men and women.

Some examples of sex characteristics :

- Men and women have different reproductive organs
- Women menstruate while men do not
- Men have beard, women don't
- Women can breastfeed babies, while men can not

**“Gender”** refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

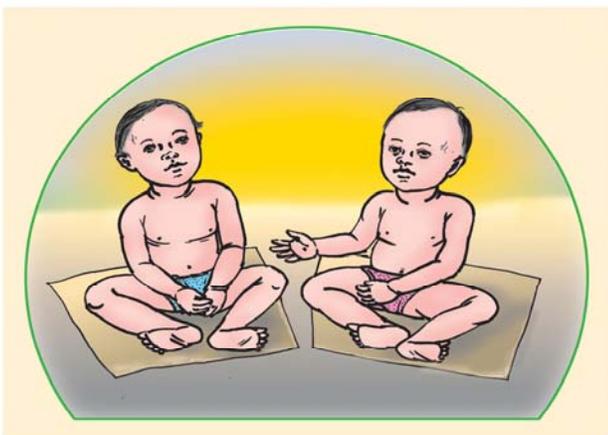
Some examples of gender characteristics :

- Women do more housework than men
- Women wear Sharee and men wear Lungi
- Women have long hair and men have short hair
- Women earn less money than men for similar work
- Women are discouraged to go out at night

Gender is learnt through a process of socialization and through the culture of the particular society concerned. In many cultures boys are encouraged in the acts considered to display male traits (and girls vice versa) through the toys given to children (guns for boys, dolls for girls), the kind of discipline meted out, the jobs or careers to which they might aspire, and the portrayal of men and women in the media. Children learn their gender from birth. They learn how they should behave in order to be perceived by others, and themselves, as either masculine or feminine. Throughout their life this is reinforced by parents, teachers, peers, their culture and society.

### **Difference between gender and sex:**

- Sex is biological and gender is socially constructed
- Sex is universal. Gender is differs from place to place, from culture to culture and from time to time
- Sex is not changeable but gender is changeable



## Hand out -2

### **Gender Stereotypes:**

Gender stereotypes are fixed ideas or assumptions about different roles, behaviors and capacities of men and women. In general gender stereotypes make false assumptions and limits choice for men and women. For example:

- Girls likes dolls boys likes toy cars
- Pink is girls color and blue is boys color
- Girls are not very good in science
- Men need more food than women
- Only women should take care of House Hold chores
- Women's place is mainly inside house and men's is outside house
- Women should be the care giver for the family
- Men cannot take care of children
- Men should be the bread winner for the family
- Women are talkative
- Women are patient
- Women are emotional and men are rational
- Men don't cry
- Men are more competitive
- Women are bad in decision making; men should take the major decisions of the family
- Men are better in managerial positions

**Note:** Encourage a short debate to understand the perceptions of participants. Do really women have less capability to be good in managerial posts or to be leaders? It is very important to explain that may be some women do not have the capacity to be a good manager or to be good leader but this is also true for men. Gender stereotypes are ideas not based on facts. This is socially constructed and changeable. It causes discriminations.

### **Gender Roles:**

**Gender roles** are a set of social and behavioral norms that are generally considered appropriate for either a man or a woman in a social or interpersonal relationship.

The roles can be divided mainly in three categories:

1. **Productive role** – include any work that brings money
2. **Reproductive role** - Reproductive work is the care and maintenance of the household and the family. It includes bearing and caring for children, cooking, collecting water and fuel, cleaning, shopping, mending and looking after the disabled, old or sick members of the family. In all class and race groups this work falls mostly on women's shoulders.
3. **Community role** - Community work is the collective organizing of social events and services, including local political activities. Rituals, religious acts, community meetings, campaigns, self-help projects and water committees. Community work can be split into two main roles:
  - Community managing - doing the work to make the events and services succeed
  - Community politics - playing a leadership role and making the decisions

## SESSION 3 - Gender Equity and Gender Equality

Time: 45 min

### Dynamics: The Step Game

- The first step is to prepare 1 chart for each participant with the characteristics of the person that they represent. (Ex. Indigenous women from a poor family; Indigenous men from a poor family, Bengali girl from a remote village (middle class), Female University Teacher, Son of a political leader; Female garment worker; Slum disable men, Company Manager male)
- Ask participants to stand on one side of an open space holding hands
- Explain that as you call out a category, those who belong to it should take 1 step forward. The categories are:
  1. Had good nutrition and health facilities
  2. Opportunity to study till secondary
  3. Opportunity to study in university
  4. Opportunity to earn money
  5. Can easily go anywhere at anytime
  6. Don't have to spend more than 2 hours/day in household work/child care
  7. Opportunity to be a political/social leader
  8. Never faced sexual harassment or violence
- When the participants are scattered across the space, tell them the front wall is the wall of Success.
- When she would say "Go" they need to run to the wall and hold a space there.
- Ask the participant one by one to reveal their character and to tell:
  - How did they felt been ahead or backward?
  - Who reached the wall before, men or women? Is this happening in real life?
  - Do men and women have equal opportunities to reach success?
  - Which other factors a part from gender give less opportunities? (economic status, ethnical identity, disability, geographical position)
- Explain the concepts of Gender Equity and Gender Equality, and why it is important to give more inputs to women so that men and women start having the same real opportunities in order to reach real equality.
- **EQUITY or AFFIRMATIVE ACTIONS:** specific actions that should be taken in order to balance existing gender discriminations in order to make sure that women and men enjoy the same opportunities. There are different types of positive equity actions like: positive discrimination (give priority to women at same qualification level), quotas for women/girl in political seats or in access to services (school, university etc.), scholarships/free education for female child, professional skills training or capacity building for women in "no traditional female sectors".
- **Affirmative actions should be implemented only until the gap is filled.** They are temporary measures meant to exist only until equality is achieved.

### Hand out -3

**Gender equality** is when girl and boy or women and men enjoy equal rights, opportunities, services and resources entitlements in social, economical and political sphere. Gender Equality exist when men and women have equal condition to realize their rights and potentials to contribute to social, economical and political development of the society and to benefit equally from the results. Equality contains two main elements; equal opportunity and equal results.

**Gender equity** means fairness in the treatment of women and men in terms of rights, benefits, and opportunities. Gender equity refers to the process of justice treatments of women and men to reach gender equality.

#### **Why it is important to ensure same opportunities for women and men? (Affirmative Actions)**

Often women have lack of knowledge, training and decision making power necessary to participate fully in public discourse. To ensure fairness and justice, measures must be put in place to compensate for the historical and social disadvantages that prevent women and men from sharing a level ground. Culturally and socially women are oppressed. Men are getting all the social rights and opportunities since before. But women always face discrimination from society as well as family. Women are far behind than men in education and employment. Women have less mobility and less decision making power. In this country women face more difficulty that men to move forward for the socio-cultural structure. So there is a huge gap between the position of men and the position of women in Bangladesh. To fulfill the gap and bring gender equality it is very important to provide women more privilege than men.

**equality**

**Equity = SAMENESS**

**Equality is about SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

**BUT it can only work IF everyone starts from the SAME place**, in this example equality only works if everyone is the same height.

**equity**

**Equity = FAIRNESS**

**EQUITY is about FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

## **SESSION 4 - Discriminations in Family and Society**

**Time: 1 hour**

### **Dynamics: Frozen Picture**

- Divide the participants in 3 groups.
- Provide to each group one category related with gender discrimination, such as
  - Discrimination of girl child
  - Discrimination in the household
  - Discrimination in the community/society
- Ask the participants to discuss within the group about all the types of discrimination they can recall in their category and to list them in a flipchart. They should think about all the ways women are deprived of their rights not only about violence against women.
- Once the participants completed the list they should select 1 form of discrimination and create a frozen picture to represent it. Each group member should represent 1 character, they will have to create a picture not a drama (without dialogue) trying to be as clear as possible. Give them 10 minutes to do it.
- Explain that each group will come to the front and present their picture. Explain that you will count down from 5-1, by the time you reach 1 the group shall be frozen in position. You will then ask a series of questions for the others to answer. The frozen group must stay frozen.
- Count down from 5-1, Once the group is frozen ask some questions (examples below)
  - What do you see?
  - Who is being discriminated against? Why?
  - How is he /she feeling?
  - Who is the oppressor?
  - What are the reactions of the other characters/on-lookers in the picture?

[**Note:** It is important for the facilitator to accept all answers at this stage and not search for the true meaning of the picture.]

- Once all the groups finished the representation one representative from each group will come out and explain the different types of discrimination they found out and others will add more if they know. The facilitator will also support them to add other types of discrimination that they might miss.

The **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**, adopted in 1979 by the UN General Assembly, defines discrimination against women as..

"Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

(See handout in bangla at the end of the module) or <http://www.un.org/womenwatch/daw/cedaw/>

#### Hand out -4

**Gender discrimination** refers to any situation where a person is denied opportunities or misjudged only on the basis of their sex.

Bangladesh ratified the CEDAW, with restriction on articles 2 and 16.1; also the National Women Development Policy approved in 2011 also establishes the end of any discrimination against women.

Bangladeshi women have been struggling to establish their rights in family, society and in the state. Practically in the family as well as in the society women are facing discrimination, exclusion and injustice.

**Discrimination in food:** In poor many households girls face discrimination in food and notations. Boys get better and more food than girls. Culturally women are usually the last to eat at mealtimes and 30% of the women are chronically malnourished.

**Discrimination in Education:** Women have a nearly 50% lower adult literacy rate than men. The literacy rate is far lower for women (24.2%) than for men (45.5%). Female illiteracy is higher in rural than in urban areas.

**Discrimination in Mobility:** Men are allowed to go out of home any time and any place. Girl's and women's mobility is always controlled by men and society. They are excluded from public sphere.

**Discrimination in Household work:** Most women works long hours in and around the house, get less sleep than men and have little time for leisure. Although every household needs a lot of housework, it is not valued - it is not seen as real work and is not paid for. Most poor women work almost twice as many hours per day as their male partners.

**Discrimination in decision making:** Women are excluded from decision making process in community as well as in family. Though mostly women manage the family, men always take the major decisions. Women are primarily responsible for parenting but the decision related to children's life like education, marriage mostly taken by men. Normally women do not participate in social meeting, so they are excluded from social decision making process.

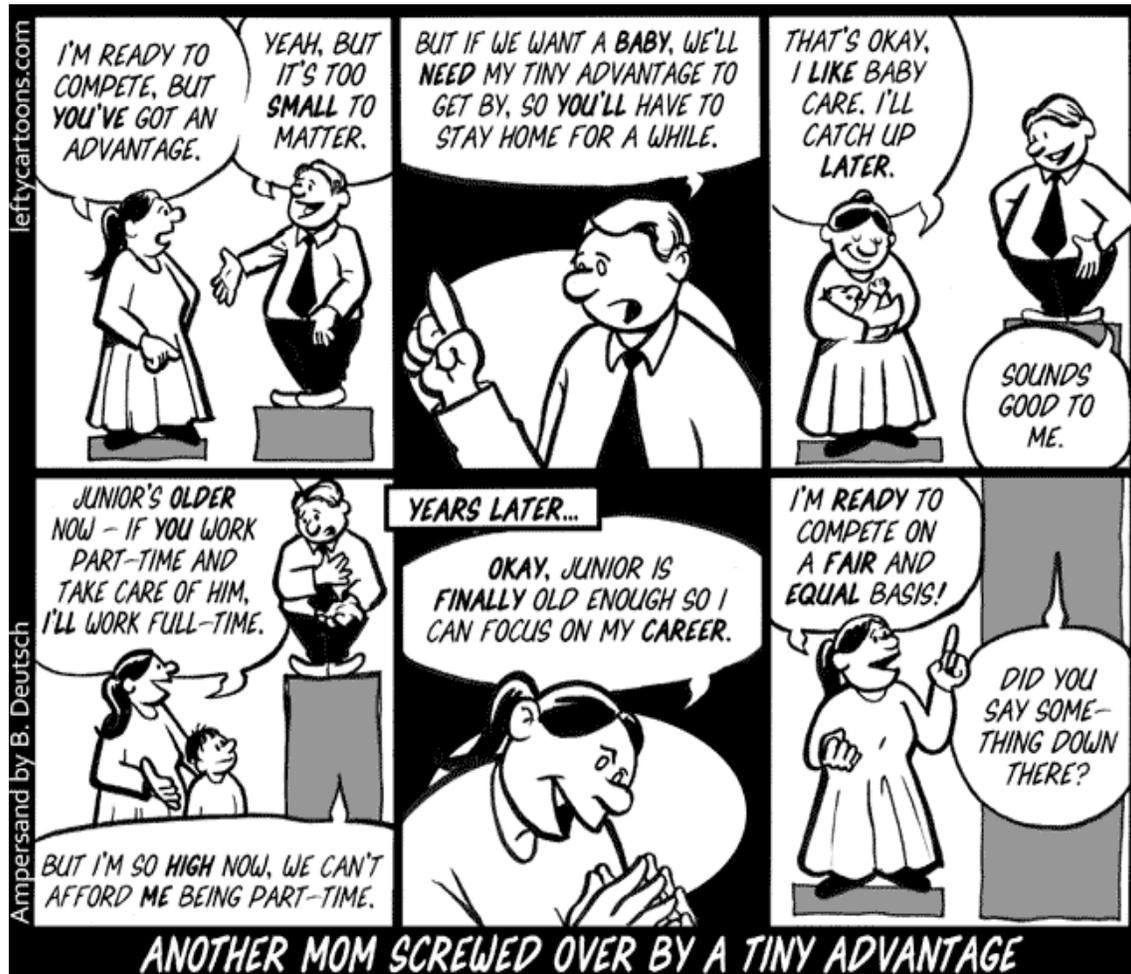
**Employment discrimination:** Discrimination in hiring, promotion, job assignment, termination, and compensation. It includes various types of harassment. According to Human Development Index 2011, 58.7% of women participate in the labor force compared to 82.5% of male. Most skilled workers and artisans are men, most cleaners and domestic workers are women. Most paid farm workers are men, while the women who grow crops for their families to eat are unpaid. In all sectors of the economy, men occupy the majority of the higher paid jobs. Even when men and women have the same jobs, men are usually paid more.

**Discrimination in politics:** Socio-political conditions prevent women from exercising their political rights. Women enjoy voting rights but in many households men decide whom to vote. Men occupy the majority of the leadership positions in politics.

**Violence against women:** Gender discrimination leads to violence against women. Furthermore, violence against women makes women socially vulnerable and prevents them from fully participating in society. Girls are often considered a burden, especially for poor households, where they are at risk of marriage at an early age and where the practice of dowries continues. 60% women suffer from domestic violence inside home. Women are treated as sex-object and they are they are potential victims of sexual harassment and other form of violence.

**Some Examples of Gender Discrimination**

1. There is a double standard in the society for men and women
2. Girls are considered liability burden for the family when boys are considered as resource
3. Women have less access to education, health, mobility etc
4. Women are discriminated in inheritance and access to justice
5. Working women suffer from double burden
6. Women play secondary role in decision making
7. Women's self worth undermined
8. Women are brought up to serve men
9. Men are considered more capable than women in economic issues
10. Women's self-concept is based on men's perception
11. Women's contribution, intelligence and capabilities are undervalued
12. Women are last to be hired and first to be fired
13. Women are excluded from the public sphere



## SESSION 5 - Gender Discrimination at the Work Place

Time: 1, 00 hour

Dynamics:

- Divide the participant in 3 groups
- Give to each group a poster paper and a marker
- Ask each group to brainstorm and make a list of types of discriminations at the work place. Give them 15 minutes to finish the task.
- When they finish ask them to chose a speaker and to share their list with others
- After the presentations explain different types of discrimination in work place with the support of handout 6.



## Hand out -6

**Work Place Discrimination:** Work place discrimination refers to the discriminations in hiring, promotion, job assignment, termination, and compensation. It includes stereotyping in job division and in organizational culture, also includes various types of harassment and violence in work place.

**Direct Discrimination:** When it is mentioned that only men or women can apply or will be selected then it is direct discrimination. For example, if it is mentioned that for driving job only men can apply, this would fall under that category.

**Indirect Discrimination:** When no category is mentioned but the conditions exclude one category to apply then it is an indirect discrimination. For example, if it is mentioned that people who have motorcycle driving license and would be able to go different places even at late night would be selected for the job; that automatically reduce the opportunities for women in Bangladesh context.

**Vertical Discrimination:** Women use to be more present in low positions in the organizations or in less responsibility jobs

**Horizontal Discrimination:** Women are more present in some specific sectors and excluded from others. Normally the professions considered typically female are also the ones with fewer wages and less social values. For example - nurses and teachers are often pictured as women whereas engineers and lawyers are often assumed to be men.

**Glass Ceiling:** The glass ceiling is "the unseen, yet unbreakable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements. For example, women do not get promotion to the managerial post in a organization because the employer believe that men are better for that position.

**The gender pay gap** is the difference between male and female earnings. Wage discrimination exists when workers are equally qualified and perform the same work but one group of workers is paid more than another. Historically, wage discrimination has favored men over similarly qualified women. Example – Day labors.

Women are hired mostly in low paid jobs; such as workers in garments factories. Men get priority in managerial jobs; directors of a company.

Sometimes women get fired or force to resign because of pregnancy. Many women are force to leave the job because of lack of day care center.

Men get priority in out of town trainings and meetings which helps them to get promotions in future.

## **SESSION 6 - Sexual Harassment**

**Time: 1 Hour**

**Materials:** Flipcharts or poster papers and markers

**Dynamics:**

**Part – 1**

- On 3 sheets of flipchart draw the faces below



- Explain to the participants that the faces represent the options: agree, neutral, disagree.
- Ask all participants to stand in the middle of the room
- Explain that as you read each statement they should go and stand beside the face that represent if they agree or disagree with the statement. Agree means that the statement is true.
- After they take their position both group should discuss with the other groups and try to convince the others to change position. Each person is free to change position and join another group.

### **Facilitator tips:**

1. Ask the participant if the attitude / behavior should be considered sexual harassment
2. Include other statement or modify the list if you consider necessary
3. Do not share your opinion or make any judgment; just moderate the discussion

### **Possible List of statement:**

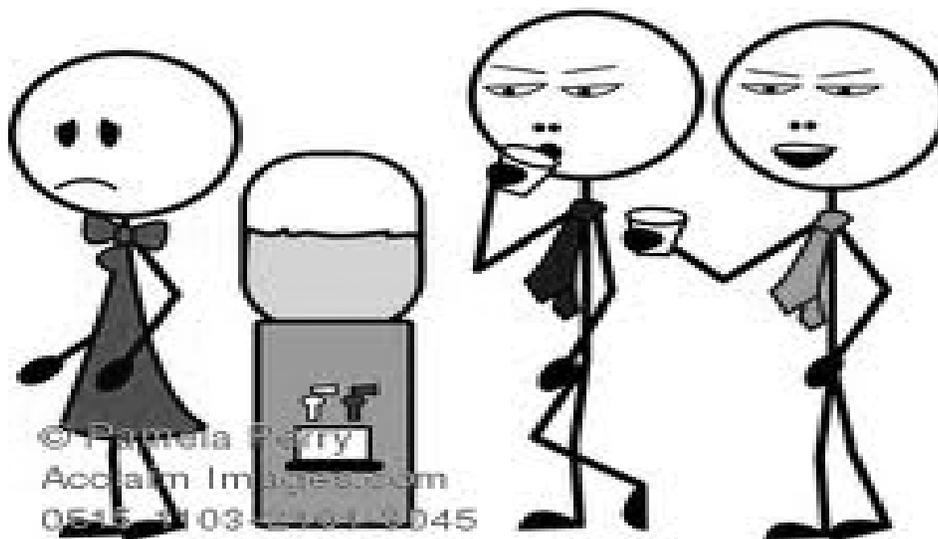
- Continue calls form a colleague at late night
- Sending sexual jokes by text message
- Unwelcome flirtation and advances
- Sending pornography by MMS/Email
- Insisting gossiping about private life
- Frequent physical contact /unwanted touch
- Taking photo without permission
- Spreading rumors about one's personal / sexual life
- Continues invitations from your boss or supervisors for appointments outside working hours
- If a female staff forced to be alone in office regularly

## Part – 2

- Divide the participants into three groups and give one of the case studies (Handout-7) to each group

Each group should discuss and answer the following questions:

- Which discriminations happened in the case study?
  - Why do you think this situation came about – what are the underlying causes?
  - Who is responsible?
  - What can be done? Or could have been done to avoid this type of accident?
- 
- Groups choose one speaker to report back to rest of the participants.
  - Explain the definition of sexual harassment with the reference of high court guideline (Use the bangla handout at the end of the module)
  - Discuss about the effect of sexual harassment in the organization
  - Discuss about what organization should do to avoid and respond to sexual harassment
  - Explain high court measures to avoid sexual harassment (hand out bangla)



## Hand out -7 Cases Studies

### **Garments Sector:**

*Golapi is 18 years old. She is unmarried and has been working in a garment factory for three years. She became the victim of sexual harassment by the manager and one of the supervisors of the factory. The supervisor would touch her shoulder and back while passing by her station. At times, he would bend over her and put his hand on her shoulder and try to reach her bosom. Golapi had nowhere to go as the manager himself was also the tormentor who would make comments about her figure and appearance. He often commented in her presence that he would like to have her. Subsequently, Golapi was given night shift duty. As usual just like the previous five days she was on night shift duty when she was called by the supervisor into a room where the manager was also present. Both the supervisor and the manager tried to rape her. While the supervisor grabbed her from behind and gagged her, the manager tried to tear her clothes off. At one stage she started screaming and cried for help. When she tried to break free and screamed the manager attempted to choke her with the help of a shirt. She was taken to the hospital in almost unconscious condition. Salaries of both manager and supervisor of that particular month had been withheld by the owner as a punishment indeed.*

### **Media**

*Parveen is a thirty years old unmarried young woman who has been working as reporter for a vernacular daily. The environment of the organization, according to Parveen is prone to sexual harassment. She herself has become victim of sexual harassment in her organization and mostly it was done by her male colleagues. On many occasions, she faced unwanted touch from her male colleague but she tolerated such male advance mainly for a number of reasons: lack of sexual harassment policy and sexual grievance procedure, existing gender ideology, patriarchal socialization and the fact that the incidents were made to look like accidental one. Sexist comments like "You are beautiful and you have enormous sex appeal" have been common. Although she found these male behaviors demeaning, her male colleagues seem to be quite oblivious about the impact of such language and physical gestures. What was particularly bothersome was when she became the victim of persistent sexual harassment by one of her colleagues. He would leer at her and touch her in subtle way. On one occasion, he told her that he found her very appealing and would like to have a special relationship with her. She got angry and rebuked him and also told him to get lost. Next day, during lunch she was looking for her purse in her handbag and while fumbling she found a strip of birth control pills. She was shocked and as she lifted her face she found her tormentor sitting right across the room who was looking at her with a sinister smile on his face. Parveen fought back her tears and simply walked out of the room. She felt absolutely helpless.*

### **Non Government Organization (NGO)**

*Sima has been working for twenty years. She has been a member of the Gender Committee for seven years and finds that crude harassment is much less than before, but it still occurs. She narrated two rape incidents that occurred at the Field Office. In one case, Selina who was base line worker in the Field Office used to get harassed by her supervisor. The supervisor, on various occasions, used to touch her and brush his body against her. One day she got held up because of rain and had to wait in supervisor's office room. The supervisor raped her. In another case a rape incident took place in Comilla Field Office where a trainee was raped by the supervisor. Both incidents took place in mid-1990s before the adoption of the sexual harassment policy but upon complaints both supervisors lost their jobs. However, it is to be noted that even after the adoption of the policy between 1997 and 2002 as many as five rape cases have been reported to the Gender Unit of Human Rights.*

## Hand out -8

### **Sexual harassment may occur in a variety of circumstances:**

- The harasser can be anyone, such as a client, a co-worker, a parent or legal guardian, a teacher.
- The place of harassment occurrence may vary from school, workplace and other.
- There may be other witnesses or attendances, or not.
- The harasser may be completely unaware that his or her behavior is offensive or constitutes sexual harassment
- The harassment may be one time occurrence or it might has a repetitiveness
- The victim and harasser can be male or female
- The harasser does not have to be of the opposite sex

### **Common effects on the victims**

Common psychological, professional, financial, and social effects of sexual harassment:

- Psychological stress
- Decreased work performance as a result of stress conditions
- Increased absenteeism in fear of harassment repetition
- Firing and resignations can lead to loss of job or career, loss of income
- Having one's personal life offered up for public scrutiny—the victim becomes the "accused," and his or her dress, lifestyle, and private life will often come under attack.
- Defamation of character and reputation
- Loss of trust in environments similar to where the harassment occurred
- Effects on sexual life and relationships: can put extreme stress upon relationships
- Weakening of support network, or being hated from professional circles (friends, colleagues, or family may distance themselves from the victim, or shun him or her altogether)

### **Sexual black mail (done by a superior)**

When the harasser is a superior or a person with power to influence decision about the victim work. Can include threatens, insisting private invitations, asking sexual relations in exchange for promotions. Can be explicit or implicit.

### **Hostile environment sexual harassment (among colleagues)**

Hostile environment sexual harassment refers to a situation where employees in a workplace are subject to a pattern of exposure to unwanted sexual behavior from persons other than an employee's direct supervisor and where supervisors or managers take no steps to discourage or discontinue such behavior. Some situations that have been ruled to constitute such a hostile environment are:

- Consistently telling "dirty" jokes or stories where all employees in the work area can hear them
- Tolerating employees who make sexually suggestive remarks about other employees within earshot of others
- Allowing peer employees to persist with insisting gossiping about single women for example.

### **Common effects on the organization**

- Decreased productivity
- Increased team conflict
- Decreased job satisfaction of the employees
- Loss of staff; who resigns to avoid harassment.
- The knowledge that harassment is permitted can undermine ethical standards and discipline in the organization in general, as staff lose respect for, and trust in, their seniors who indulge in, or turn a blind eye to, or treat improperly sexual harassment.

## **SESSION 7 – TDH Policies**

Time – 30 min

During this session the human resources manual session about sexual harassment and the organizational procedures to collect complaints and address eventual cases will be explained. Will explain the role and identify the focal points in each office and in head quarters.

## **CONCLUSIONS AND EVALUATION**

Time – 15 Minutes

An evaluation about the training will be circulated among the participants. The trainers might consider the option of conducting a short examination about the contents of the training.